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Appendix – 1

Ethical Clearance Certificate

*Institutional Ethics Committee*

(No. ECR/524/BMH/Inst/Ker/2013 RR-19 dated 26.09.2019 of the Drugs Controller General of India)

**Baby Memorial Hospital Ltd.**

**KERALA'S FINEST MULTI DISCIPLINARY SUPER-SPECIALITY HOSPITAL**

(NABH & NABL Accredited, ISO 9001: 2015 & ISO 14001: 2015 Certified Hospital)

Kozhikode - 673 004, Kerala, India

Phone: +91 495 2777777, 2723272, Fax: +91 495 2723484

Email: [info@babymhospital.org](mailto:info@babymhospital.org) Website: [www.babymhospital.org](http://www.babymhospital.org)



Chairman: **Prof.(Dr) Padmaja Krishnan MS**  
Member Secretary: **Dr. Mohan Leslie Noone MD,DM**

No: BMH/Aca/IEC/05/2020

20.02.2020

To

**Mrs. Lethika**

**Guest Faculty**

**Baby Memorial College of Nursing**

**Kozhikode. (Through Principal, BMCON)**

Madam,

**Sub:- Approval of PhD Research Proposal by the Institutional Ethics Committee**

**Ref:- Title - Efficacy of Cognitive Behaviour Therapy in Managing Test Anxiety, Stress and in Enhancing Achievement Motivation among NURSING STUDENTS.**

Referring to your project, you are informed that the Institutional Ethics Committee of Baby Memorial Hospital, Calicut which met on 29<sup>th</sup> January 2020 has gone into the proposal and hereby accord sanction to proceed with the study on the topic "Efficacy of Cognitive Behaviour Therapy in Managing Test Anxiety, Stress and in Enhancing Achievement Motivation among NURSING STUDENTS"

The following members were present in the meeting.

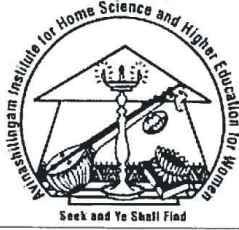
1. Prof (Dr) Padmaja Krishnan, Chairperson
2. Adv. Shibu George, Legal Representative
3. Dr Mohan Leslie Noone, Member Secretary
4. Prof (Dr) Anuradha. M, Basic Medical Scientist
5. Prof (Dr) Rabiya, MD, Lady Representative
6. Rev Saju B John, Religious Leader
7. Prof K Venugopalan, Lay Person
8. Smt Samitha Varma, Lay Person
9. Prof (Dr) Jayakrishan Thavody, Clinician

The Institutional Ethics Committee of Baby Memorial Hospital is registered with Drugs Controller General of India as per Order No. ECR/524/BMH/Inst/Ker/2013-RR19 dated 26<sup>th</sup> September 2019.

  
**Dr. Mohan Leslie Noone**  
Member Secretary.



INSTITUTIONAL HUMAN ETHICS COMMITTEE



*Avinashilingam*

Institute for Home Science and Higher Education for Women  
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3  
of UGC Act 1956) Re-accredited with 'A+' Grade by NAAC.  
Recognised by UGC Under Section 12 B  
Coimbatore-641 043, Tamil Nadu, India

**Chairman**

Dr. S. Ramalingam  
Principal, PSG Institute  
of Medical Sciences  
& Research, Coimbatore

**Member Secretary**

Dr.S.Uma Mageshwari  
Professor & Head  
Department of Food Service  
Management & Dietetics

**Members**

Mr. K.Arulmoli (Legal Expert)  
Dr.Subhashini K. Sripathi  
Dr.A. Saraswathy  
Ms.D.Kavitha  
Dr.S. Muthulakshmi  
Dr.G.Victoria Naomi  
Dr. Judith Justin  
Dr. Anitha Subash

20<sup>th</sup> January 2020

To  
Ms. Lethika. K  
Department of Psychology  
Avinashilingam Institute for Home Science and  
Higher Education for Women  
Coimbatore – 641 043

Dear Lethika. K,

Ref: Your proposal No. IHEC /19-20/PSY /29 entitled  
“Efficacy of Cognitive Behaviour Therapy in Managing Test  
Anxiety, Stress, Enhancing Advancement Motivation among  
Paramedical Sophomores” submitted for approval to the IHEC on  
30.10.2019.

The Institutional Human Ethics Committee of our University hereby  
grants approval to your research proposal No. IHEC /19-20/PSY /29  
entitled “Efficacy of Cognitive Behaviour Therapy in Managing Test  
Anxiety, Stress, Enhancing Advancement Motivation among  
Paramedical Sophomores” submitted by you. The Approval number  
for the same is AUW/ IHEC/PSY-19-20/XPD /29.

We wish you all the best in your research endeavours.

Regards,

*S. Uma Mageshwari*  
Dr.S.Uma Mageshwari  
Member Secretary



Appendix – 2

Details of Research Publications



**Avinashilingam Institute for Home Science and Higher Education for Women**

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category 'A' by MHRD  
 Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category 1 by UGC  
 Coimbatore - 641 043, Tamil Nadu, India

Appendix L2

(Item No 5 of  
 Check List) Details of Research  
 Publications

S.No	Article	Journal	Other Details Vol/No/Page No/ Year	Published in UGC- CARE / Scopus Indexed/ Web of Science
1	Psychological influence of Achievement motivation and family Environment on Stress coping Skills of Nursing Students <sup>a</sup>	Journal FOR Research therapy and Developmental Diversities	Vol. 6 No. 5 2023 May 944-951	Scopus
2	Relationship between Stress and Test Anxiety among Nursing Students	Journal of the Indian Academy of Applied Psychology	Given acceptance Volume: 49 Number: 2 July, 2023	UGC - CARE

<sup>a</sup>Proof of list of Journals from Internet to be attached along with copies of reprints.

Scholar : Lethika. K  
 Supervisor : N.V. Anudha

Checked By: *S. Geetha*  
 25/7/23  
 HoD/Dean of Respective School

MANAGEMENT OF TEST ANXIETY AND STRESS AMONG NURSING STUDENTS THROUGH COGNITIVE BEHAVIOUR THERAPY

4

The research scholar Mrs. Lettika, K (ISPHICPP03) has published/got acceptance from the following journals:

1. The paper published in "Journal of ReAttach Therapy and Developmental Diversities" - in Vol. 6, No. 55, May 2023. This title is indexed <sup>and active</sup> in Scopus from 2020 to present and
2. She got acceptance from "Journal of the Indian Academy of Applied Psychology" - is indexed and active in UGC Care Gr I from January 2023 to present.

J. J. J. J. J.  
24.07.23

## Psychological Influence of Achievement Motivation and Family Environment on Stress Coping Skills of Nursing Students

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Received: 06- March -2023

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### Abstract

Coping techniques cover a broad spectrum of responses and adjustments made in the face of stress, and they can play a significant role in shaping a child's or adolescent's future. In the current study, we looked at how nursing students' ability to cope with stress was influenced by their motivation for success and their familial environment. The cross sectional survey approach was used to collect data for the current study, which was descriptive in nature. The participants consisted of 209 first and third-year nursing students from government and private colleges in Kozhikode, Kerala, India. Stratified random sampling technique was used to select participants for this current study. In this present study, three standardized instrument were used to measure coping skills inventory by Shrink and Jerabek (1996), family environment scale by Chadha (2000), and Achievement motivation scale by Beena Shah (1986). Data analysis done by using mean, standard deviation, correlation structural equation modeling, Research findings reveals all the dimensions of coping skills were positively correlated with all the dimensions of achievement motivation. A positive relationship between the family environment and coping skills is reasonable. Students differed significantly in their coping skills based on their year of study, nature of college, area of living, and parents' education. Final-year students had a higher level of coping skills compared to first-year students. This might be because final-year students have attained a certain level of independence and have perfected their coping mechanisms to deal with stressful situations, as opposed to first-year students who are still adjusting to college life and yet to face challenges. All the magnitudes of the family environment had a significant positive influence on coping skills. Students who express their thoughts to their parents and maintain healthy relationships may have better-coping skills. Furthermore, dimensions of achievement motivation such as academic success, vocational achievement, and social achievement had a significant positive influence on coping. The results of the structural equation modelling demonstrate that academic success and achievement motivation play a larger influence in predicting coping abilities than does the cohesiveness of the family environment.

**Keywords:** *Coping skills, family environment, Achievement motivation, nursing students and correlation.*

### Introduction

Coping is a behavioural and psychological response that seeks to mitigate the physical, emotional, and psychological strain associated with stressful life occurrences and daily challenges. According to this definition, coping strategies refer to the responses that are efficacious in mitigating the psychological distress (Snyder, 1999). Coping is the continuing behavioural, psychological, cognitive, and emotional process of stress management. The adverse impacts on people's lives might be biological, psychological, and social. Numerous components both intrinsic (such as personality traits) and extrinsic (such as environmental conditions) are necessary for effective coping (e.g., a supportive social network for the individual). The goal of coping strategies can be to avoid, reduce or eliminate or they can make the person feel better about themselves or the situation in general since stress exposure cannot be prevented effective coping skills are essential for preserving wellbeing (Blum, & Silver, 2012). The various subtypes of coping strategies include problem-solving,

information seeking, cognitive restructuring, emotional expression or ventilation, distraction, distancing, avoidance, wishful thinking, acceptance, seeking social support, and denial (Dubow & Rubinlicht, 2011). Shah et al (2020) this investigation analysed the influence of stress and coping mechanisms on the drive for academic success among college-level learners. The findings of the study indicate a noteworthy association between the stress experienced by students and their motivation to achieve. Additionally, the research highlights a positive correlation between coping strategies and achievement motivation.

### **Achievement motivation**

Achievement motivation refers to processes that result in behaviour that tries to meet a specific standard or goal. The criterion can be any formal or informal aim or objectives established by a person or by others in any professional or recreational arena (such as school work, music gardening, social relationships, and moral behaviour). This served as the benchmark for assessing success and failure. Achievement motivation has been a key area of study in psychology since meeting standards is a fundamental human task (Kaplan, 2008). The most influential motivational theories for performance are from the middle of the 20<sup>th</sup> century. Among these thinkers, David Mc Clelland, John Atkinson, and their associates received the most attention from these researchers; achieving success was motivated by a dispositional drive to do well following predetermined standards of perfection. The researchers identified a motivation known as the "need for achievement," which is believed to originate in early childhood and is influenced by parental child-rearing practises. Specifically, parents who encourage and reward their children's independence, either through tangible means or through emotional support, are thought to foster the development of this motive.

### **Family Environment**

The family is a significant social entity that requires individuals who share close and frequent interpersonal interactions, along with shared expectations regarding group member behaviour, to have enduring and extensive influence on one another. These family members of a primary group have a tremendous amount of power over that group and one another. The second component of the family definition pertains to the notion of obligation, which encompasses shared commitment and responsibility towards other members within the family system. The 3<sup>rd</sup> aspect of the definition encompasses the notion of shared dwellings where individuals who are related to each other reside together to a certain degree (astrow & Ashman, 2020). Studies suggest that poor home environments, such as those marked by high levels of conflict or low levels of emotional support are linked to stress reactions that are out of control in children and adolescents. In contrast, children and teenagers in homes with increased levels of emotional support or low levels of conflict seem to be protected from developing stress regulatory problems (Rachel, Thompson, Goldberg, 2011). There are hardly any studies exploring achievement motivation and family environment and stress coping skills among nursing students. Given these findings, the present study explores the correlation between achievement motivation and family environment on stress coping skills among nursing students. Studies in nursing students have found that coping skills and achievement motivation are the best predictors of overall coping skills.

### **Methods**

#### **Sample**

This research used a quantitative method, correlation study. Participants were selected from nursing colleges in the government and private sectors in Kozhikode, Kerala state, India. Sample from the population was selected by using stratified random sampling technique. The total sample included 209 nursing students who participated in the survey; all first-year and third-year students are invited to participate in the survey. The needs of the study were fully introduced and consent was obtained before data collection.

## **TOOLS**

### **Sociodemographic data sheet**

A sociodemographic data sheet was developed for the research to collect numerous sociodemographic information such as year of passing, nature of college, area of living, community, parent's education, and family income.

### **Coping skills inventory**

The coping skills inventory by Shrink and Jerabel (1996) was used in the present study. The inventory comprises a total of 45 statements that are categorised into 5 response options, namely almost, rarely, sometimes, quite often, and most of the time. The inventory comprises 45 distinct items that are categorised into seven distinct dimensions, namely responsiveness to stress, resourcefulness, ability to relax, self-reliance, proactive attitude, adaptability, flexibility, and ability to assess the situation. The inventory in question exhibited a split-half reliability coefficient of 0.82 and a test-retest reliability coefficient of 0.74. These values reveal that this inventory was highly reliable.

### **Family Environment**

The study utilised Chadha's (2001) family environment scale. The inventory comprises of 69 statements that are categorised into three subscales, namely connection dimension, growing personally dimension, and system maintenance dimension. The dimension of relationship encompasses four distinct subscales, namely cohesion, expressiveness, conflict, acceptance, and caring. The personal growth measurement comprises two subscales, namely independence and active-recreational orientation. The dimension of system maintenance encompasses the aspects of organisation and control. The Family Environment Scale exhibits a split-half reliability coefficient of 0.873 and a test-retest reliability coefficient of 0.819. The tool's validity coefficient is 0.826. The obtained values indicate that Chadha's family environment scale exhibits a high degree of reliability and validity.

### **Achievement Motivation**

The achievement motivation scale Beena Shah (1986) was used in this study. This test was a self-report questionnaire consisting of 40 items that were split to measure four achievement dimensions viz, academic success, vocational achievement, social achievement, and skill achievement. This tool possesses both split-half and test-retest reliability. The split-half reliability of this was 0.796 and the test-retest coefficient is 0.714. These values suggest that the test was highly reliable.

## **RESULTS AND DISCUSSION**

From table 1, The research observed a positive correlation between various coping skill dimensions, including reactivity to stress, resourcefulness, proactive attitude, and ability to assess situations, and all dimensions of "achievement motivation", namely academic success, vocational achievement, social achievement, and skill achievement. The quality of resourcefulness is beneficial in optimising the utilisation of environmental resources (Ahmad, 2013). A proactive stance is characterised by a forward-looking approach that enables an individual to cultivate an enhanced outlook regarding the unpredictability of forthcoming events (Ahmad, 2013). A proactive stance is characterised by a forward-looking approach that enables an individual to cultivate an enhanced outlook regarding the unpredictability of forthcoming events (Goff, 2011) which would lead to academic success, and vocational, social, and skill achievements. A relevant study was done by Huang and Guo (2009) who reported that students with higher resourcefulness and proactive attitude were more likely to develop planning and problem-solving skills to achieve in their academics. It was also noticed from table 1 that ability to relax dimension of coping skills was positively correlated with social achievement of achievement motivation. Self-reliance was positively correlated with academic success and social achievement. Adaptability & and flexibility of coping skills had a significant positive correlation with academic success, vocational success, and social achievement.

**Table 1: Correlation between achievement motivation and coping skills**

<b>Dimensions of coping skills/ Dimensions of achievement motivation</b>	Reactivity to stress	Resourcefulness	Ability to relax	Self-reliance	Proactive attitude	Adaptability and flexibility	Ability to assess the situation
Academic Success	0.371**	0.344**	0.133	0.155*	0.387**	0.401**	0.326**
Vocational Achievement	0.215**	0.189**	0.102	-0.090	0.204**	0.236**	0.185**
Social Achievement	0.320**	0.325**	0.223**	0.179**	0.320**	0.331**	0.252**
Skill Achievement	0.163*	0.237**	0.007	0.044	0.174*	0.098	0.167*
Total	0.144*	0.143*	-0.084	-0.122	0.143*	0.136*	0.136*

Note: \*p < 0.05; \*\*p < 0.01.

From table 2, it is noted that reactivity to the stress of coping skills had a significant positive relationship with various dimensions of the family atmosphere such as cohesion, expressiveness, conflict, acceptance & caring, independence, active recreational orientation, organization, and control. The resourcefulness of coping skills had a significant positive relationship with cohesion, expressiveness, conflict, and acceptance & caring. Self-reliance was positively correlated with cohesion, expressiveness, active recreational orientation, and organization. Adaptability & flexibility was positively correlated with expressiveness and conflict. A relatively high degree of cohesion, expressiveness, and organization in the family may be associated with a variety of practices in the home that directly enhance the coping skills of the individuals, such as having a proactive attitude towards the future and the ability to assess the situation in a good manner (DuBois, 1994). Organization in the family also may help students to be self-reliant. Hence, the positive relationship between family environment and coping skills is reasonable.

**Table 2: Correlation between family environment and coping skills**

<b>Dimensions of coping skills/ Dimensions of family environment</b>	Reactivity to stress	Resourcefulness	Ability to relax	Self-reliance	Proactive attitude	Adaptability and flexibility	Ability to assess the situation
Cohesion	0.270**	0.198**	0.023	0.171*	0.163*	-0.015	-0.032
Expressiveness	0.304**	0.211**	0.108	0.165*	0.207**	0.148*	0.058
Conflict	0.269**	0.193**	0.149*	0.083	0.129	0.141*	0.076
Acceptance and Caring	0.271**	0.211**	0.081	0.071	0.200**	0.074	0.065
Independence	0.241**	0.088	-0.002	0.064	0.046	0.015	0.039
Active Recreational Orientation	0.189**	0.117	0.008	0.155*	0.092	0.047	-0.012
Organization	0.310**	0.136	0.119	0.162*	0.143*	0.092	0.030
Control	0.214**	0.077	0.069	0.056	0.176*	0.036	0.053

Note: \*p < 0.05; \*\*p < 0.01.

From table 3, it is clear that students differed significantly in their coping skills based on their year of study, nature of college, area of living, and parents' education. Final-year students had a higher level of coping skills equated to first-year students. This might be because final-year students have attained a certain level of independence and have honed their coping mechanisms to deal with stressful situations, as opposed to first-year students who are still adjusting to college life and yet to face challenges. Students from private colleges had shown a higher ability to cope with stress compared to students from government colleges. Because private colleges prepare their students for professional admission exams in an extremely competitive environment, it was anticipated that these students would have better stress coping mechanisms than those from government colleges (Augustine et al., 2011). Students differed meaningfully in their coping skills based on their area of living whereas students from urban had advanced level of coping skills. Students who reside in urban may have better infrastructure and enhanced lab facilities in their colleges. They may also have greater exposure to the real world which would develop their coping skills compared to students in rural areas. The educational backgrounds of the student's parents also made a significant difference. When compared to students whose parents had only completed high school education, those whose parents had graduated showed better coping skills. According to (Mohamed Firose, 2020), parents who have received a formal education tend to exhibit a heightened level of interest in their children's academic, career-oriented, and leisure pursuits. Parents assist their offspring by offering appropriate prospects, exposure, and prompt evaluation. According to (Mohamed Firose, 2020), parents who exhibit greater interest and positive attitudes towards their children's development may facilitate the enhancement of their children's coping abilities.

**Table 3: Difference in coping skills based on demographic categories**

Variables	Category	N=209	M	SD	t-value
Year of Study	First-year	74	111.88	17.39	3.15*
	Final year	134	120.36	19.27	
Nature of College	Private	103	126.65	14.40	7.99*
	Government	103	108.25	18.62	
Area of living	Rural	89	107.19	14.52	7.16*
	Urban	120	124.83	18.51	
Community	OC/BC/MBC	167	117.91	18.92	0.88 <sup>NS</sup>
	SC/ST	42	114.95	19.48	
Parents education	Upto 12 <sup>th</sup>	115	107.06	12.45	10.78*
	Graduated	93	130.04	18.18	
Family income	Below 25000	92	117.10	18.96	0.19 <sup>NS</sup>
	Above 25000	116	117.62	19.18	

Note: \*p<0.05; NS=Non-Significant N=Number of participants; M=Mean; SD=Standard Deviation

Table 4 presents the influence of family environment and achievement motivation on coping skills. Expressiveness and organization dimensions of the family environment had a significant positive influence on coping skills. Students who express their thoughts to their parents and maintain healthy relationships may have better-coping skills. In addition, the various dimensions of achievement motivation, namely “academic success”, “vocational achievement”, and “social achievement”, were found to have a noteworthy positive impact on an individual's coping skills. Students who equip better with their academics tend to have better-coping skills. Moreover, students' coping skills were significantly predicted by their vocational, social, and skill achievements. Students who find success in their careers in the areas of occupation and social life will have better-coping skills. Therefore, it makes sense that academic success, vocational achievement, social achievement, and skill achievement have a favorable impact on coping skills. It is also noticed from the table that 54% of coping skills were predicted by expressiveness, organization, academic success, vocational achievement, and social achievement.

**Table 4: Influence of family environment and achievement motivation on coping skills**

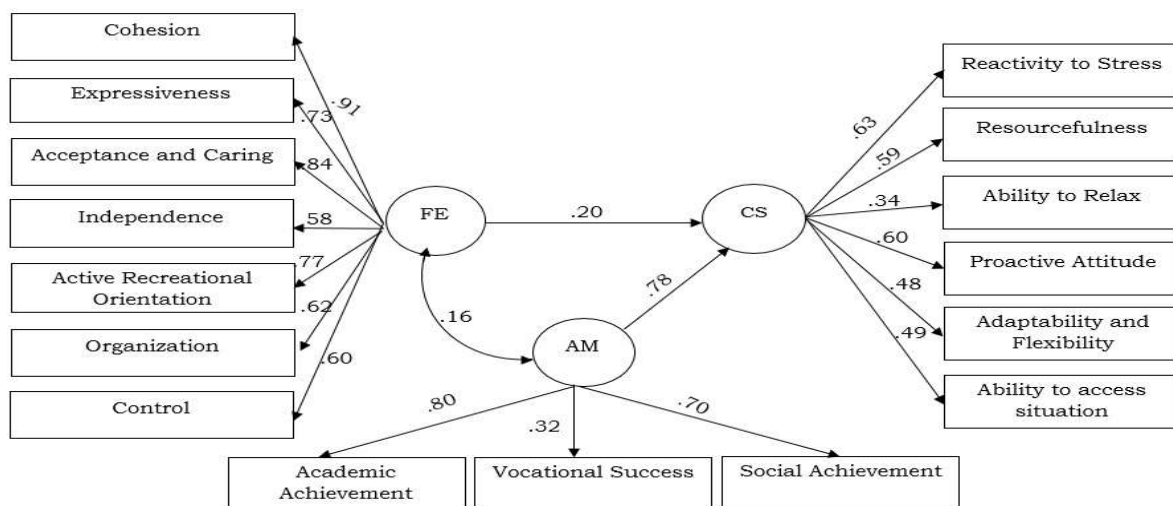
Independent Variables	Un-standardized coefficient		Beta	't' value (Sig. at 0.05 level)	Model Summary
	B	Std. Error			
Expressiveness	0.599	0.235	0.180	2.544	F=18.176 R=0.740 R <sup>2</sup> =0.548
Organization	1.204	0.573	0.128	2.101	
Academic Success	1.515	0.288	0.320	5.263	
Vocational Success	2.494	0.438	0.391	5.692	
Social Achievement	1.858	0.313	0.362	5.931	
Skill Achievement	2.277	0.396	0.377	5.756	

**Table 5: Model fit summary and structural models comparison (N=209)**

The study employed Structural Equation Modelling (SEM) to assess the adequacy of the model fit for coping skills as the dependent variable, while integrating the chosen predictor variables. The model incorporated family environment and achievement motivation as exogenous variables. To make the model more expressive and to improve the overall fit of the model, we trimmed the model by removing factors with non-significant and feeble coefficients from the model (Hooper et al., 2008). As such, we removed one factor from the family environment (conflict) and one from achievement motivation (skill achievement).

Indices	Obtained Values	Suggested values	References
Chi-Square	1.32	<5	Kline, 2005
GFI	0.92	>0.90	Hair et al.2006
AGFI	0.90	>0.90	Daire et al.2008
CFI	0.97	>0.90	Hu and Bentler.1999
SRMR	0.06	<0.08	Hu and Bentler.1999
RMSEA	0.03	<0.08	Hair et al.2006

**Structural Equation Modeling Diagram**



**Figure 1: Summary of standardized path coefficient for the hypothesized code with full sample (209).**

The path diagram has been utilised to illustrate the conventional solution of the Structural Equation Model (SEM). The competence of the model fit was evaluated based on the analysis of fit indicators. The results indicate that all indicators yielded satisfactory values, with a Comparative Fit Index (CFI) of 0.97, a Goodness of Fit Index (GFI) of 0.92, an “Adjusted Goodness of Fit Index (AGFI)” of 0.90, a “Root Mean Square Error of Approximation (RMSEA)” of 0.03, and a Standardised Root Mean Square Residual (SRMR) of 0.06. The present study presents a model that elucidates the outcomes of correlation and regression analyses, which demonstrate a significant structural and causal association among the variables. The model demonstrates that the relationship between the cohesiveness of the familial environment and academic achievement, as well as achievement motivation, is more influential in the prediction of coping skills.

## Conclusion

Finally, a study has shown that family environment and academic achievement motivation play a significant role in determining coping skills among nursing students. Based on the aforementioned results, the researcher has suggested that nursing students who exhibit maladaptive stress coping mechanisms should receive training and encouragement to employ efficacious coping strategies. Academic institutions have the potential to arrange stress management programmes. The provision of guidance and counselling services is essential in addressing the academic needs of students and facilitating their effective attainment of academic goals.

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## Relationship between Stress and Test Anxiety among Nursing Students

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One of the significant models on the topic of stress defined stress as a state of psychological and physiological imbalance caused by a discrepancy between situational demands and people's capacities and motivations to meet those demands. Nursing students become increasingly stressed during their education as they are exposed to several stressors. When stress is perceived as uncontrollable or unmanageable performance levels start to decline slowly to dramatically. This causes a decline in productivity and enthusiasm. It's momentous to find out the relationship between stress and test anxiety among nursing students. For this purpose, required data were randomly gathered from 208 nursing students taken from three different nursing colleges in Kozhikode District, Kerala, India. In this study, two standardized instruments were used student stress scale developed by Manju Agrawal (2012) and the test anxiety scale developed by Sharma, V. P. (2000). Data were analyzed by applying mean, standard deviation-test, correlation, and regression. Research findings reveal a significant correlation between stress and test anxiety. Stress related to familial, social, educational, ego threat, bereavement, and personal setbacks were found to be strongly associated with test anxiety. Furthermore, total stress was found to be positively related to test anxiety. Financial stress, separation, and the health of others had no significant association with test anxiety. It is suggested that higher authorities of an educational institution may organize regular stress management workshops, guidance, and counseling service to meet students' needs, help them to manage stress, and to reduce test anxiety among nursing students.

**Keywords:** Stress, Test anxiety, Correlation, Education, Nursing students.

Nursing students have significantly more stress, anxiety, sleep disturbances, and stress-related illnesses than the general student body (Bartlett et al., 2016; May et al;2021). Nursing is, by meaning, a stressful profession, partly owing to the specialized nature of the activity of those under their care (Augusto & Lopez-Zafra, 2010; José M. Augusto Landa et al.2011). We can conclude from the 12 reviewed studies that the most stressful factors for student nurses are certainly related to the world of academia. This finding is highlighted in six studies (Jones & Johnston, 1997, 2006; Lindop, 1999; Prijmachuk & Richards, 2007; Thyer & Bazeley, 1993; Timmins & Kalinszer, 2002). In four studies, clinical practice-related factors were identified as the most stressful among students (Chan, So, & Fong, 2009; Lindop, 1991; Sheu, Lin, & Hwang, 2002; Zupiria et al., 2007). Finally, two studies find the same significance for both stressors

(academic and clinical) (Evans & Kelly, 2004; Seyedfatemi, Tafreshi & Hagani, 2007)

Test anxiety can be defined as the subjective experience of acute physiological, cognitive, and/or behavioural anxiety symptoms before or during test-taking situations that disturb test performance (Miller,2011). Test anxiety has always been a common occurrence among college students. Extreme anxiety and stress, on the other hand, can have negative consequences before and during an exam. Test anxiety is a set of physical and emotional symptoms that impair one's capacity to perform well enough on tests. Many students experience varying degrees of test anxiety for a variety of reasons (learning center, university of north caroline at chapel hill, 2011)

### **Theories of Stress**

Theories focusing on the specific relationship

between external demands (stressors) and bodily processes (stress) can be divided into two categories: approaches to systemic stress' based on physiology and psychobiology (among others, Selye 1976) and approaches to 'chronic stress' based on psychology. The term "psychological stress" originated in the cognitive psychology field (Lazarus 1966, 1991, Lazarus and Folkman 1984, McGrath 1982).

### **Systemic Stress: Selye's Theory**

The prominence of the stress concept in scientific research and the media is largely due to the work of endocrinologist Hans Selye. According to Selye (1976, p. 64), stress is "a state manifested by a syndrome that consists of all the nonspecifically induced changes in a biological system. This stereotypical response pattern is referred to as the 'General Adaptation Syndrome' (GAS). (a) The alarm reaction consists of an initial shock phase followed by a countershock phase. Autonomic excitability increased adrenaline discharge, and gastrointestinal ulcerations are all symptoms of the shock phase. The counter-shock phase is characterized by increased adrenocortical activity and marks the start of defensive processes. b) If the noxious stimulation continues, the organism enters the resistance stage. The symptoms of the alarm reaction disappear at this stage, which appears to indicate the organism's adaptation to the stressor. However, as resistance to noxious stimulation increases, resistance to other types of stressors decreases. (c) If the aversive stimulation continues, resistance gives way to exhaustion. The organism's ability to adapt to the stressor has been depleted; the symptoms of the stage (a) reappear, but resistance is no longer possible. Irreversible tissue damage occurs, and the organism dies if the stimulation continues.

### **Psychological Stress: The Lazarus Theory**

The Lazarus stress theory has undergone several critical revisions since its first presentation as a comprehensive theory (Lazarus 1966) (cf. Lazarus 1991, Lazarus and Folkman 1984, Lazarus and Launier 1978). Stress is considered in the most recent version (Lazarus 1991).

Stress is defined as a relational concept, not as a specific type of external stimulation or a

specific pattern of physiological, behavioural, or subjective reactions. Instead, stress is viewed as a relationship (or 'transaction') between people and their surroundings.

Psychological stress is defined as a relationship with the environment that a person perceives to be important for his or her well-being and in which the demands tax or exceed available coping resources. (Lazarus and Folkman 1986, p. 63).

### **Concept of Test Anxiety**

Modern society can best be described as test-oriented and test-consuming (Zeidner & Most, 1992). Testing is widely used in education, as well as by the industrial, government, and military sectors to help make personnel decisions. Growing up in modern society is almost impossible without encountering some type of test, whether it is a classroom test in language, math, or science, a standardized competence or achievement test, a military placement or mechanical aptitude test, a scholastic aptitude test for college application, or an industrial, occupational placement test. Test and other assessment data may provide objective and reliable information that directly influences choices made in the processes of vocational guidance and counselling, selection, classification and placement, and screening and diagnosis—all of which help shape an individual's upbringing, education, and career. When one considers the numerous applications of tests in our culture and how they can affect the lives of those who take them, it's no surprise that the testing situation can cause anxiety in many people. Many children in our culture become test-oriented and test-anxious at a young age. Test anxiety is frequently mentioned in the literature as one of the main antagonists in the ongoing drama surrounding psycho-educational testing (Zeidner, 1990).

Test anxiety is characterized by physiological over arousal, feelings of worry and dread, self-deprecating thoughts, tension, and somatic symptoms that occur during testing situations. It is a physiological condition in which individuals feel extreme stress, anxiety, and discomfort while taking a test and/or before taking it. These reactions can significantly impair an individual's

ability to perform well and hurt their social, emotional, and behavioural development, as well as their feelings about themselves and school (Basha and Babu, 2013).

### **Stress**

Stress has always been primarily a physical and psychological reaction to threats, pressure, and demand. The heart rate rises and the palms sweat. Concentration is difficult for the mind. (Porterfield, 2013). Adolescents with high levels of perceived stress were more likely to develop a mental disorder. Interventions to reduce perceived stress among adolescents could therefore potentially help to identify groups at high risk for later mental disorders (Lindholdt et al,2021).

The onset of stress, symptoms, and behaviour and experience patterns, particularly during the first two years, demonstrating rising study-related stress in the preclinical years, as well as the high proportion with an unambitious pattern at the end of the course of study, highlight the importance of prevention and health promotion at both the individual and contextual levels. (Voltmer et al,2021).

### **Test Anxiety**

The study concludes that students' self-esteem can be enhanced and test anxiety can be reduced by creating an enabling environment for mentoring where they can practice assertiveness skills which will in turn boost their confidence to perform all academic tasks successfully (Thomas et al,2022). Both test anxiety and the tendency to procrastinate were present among undergraduate and postgraduate physiotherapy students, in varying degrees. There was a positive correlation between the two factors (Desai et al, 2021). Adolescents show a differential response to TA based on the physiological, cognitive, and motor components, mediated by the variables of gender, age, grade, academic performance, and type of exam. These results serve to design specific intervention programs to manage anxiety in situations of academic assessment (Torrano,2020).

The majority of studies on stress levels and test anxiety have been conducted on undergraduate and medical students. Only a

few studies on nursing students are known. Student nurses are significantly more stressed and anxious than the general student population. Numerous studies on stress have been conducted but no emphasis has been placed on test anxiety among nursing students.

The study on "Relationship between Stress and Test Anxiety among Nursing Students" was conducted with the objectives to investigate the relationship between stress and test anxiety among nursing students and to assess the difference in test anxiety and stress among nursing students based on demographic and find the effect of stress and test anxiety among nursing students.

The Hypotheses for the study were as follows:

1. There will be no significant difference between stress and test anxiety among nursing students.
2. There will be no significant difference in test anxiety and stress among students based on demographic.

### **Method**

#### **Tools:**

**Student Stress Scale:**The Student Stress Scale was developed by Manju Agrawal (2012). It included 64 questions. The participants rate their responses on a Likert scale from 1 to 7, with 1 denoting no stress at all, 2 denoting very little stress, 3 denoting some stress, 4 denoting average stress, 5 denoting much stress, 6 denoting too much stress, and 7 denoting unbearable stress. The questionnaire has nine subscales, including financial stress, family stress, social stress, education stress, separation stress, ego threat, bereavement stress, other people's health stress, and personal setback stress. Students were deemed to be at a high risk of developing stress if they received any sub-test scores of greater than 60%. (Bajpai, et al., 2017). One of the standardized tests has been the Students Stress Scale, and its validity and reliability have been proven. The reliability of the tool is 0.878.

**Test Anxiety:** The scale was developed by Sharma, V. P. (2000). The questionnaire has 25

items, each having 5 response opinions, ranging from minimum to maximum test anxiety. The reliability of the scale was .92.

The study population consists of nursing students from the different colleges of the Kerala University of Health Science, Kozhikode district, Kerala state, India. Incredibly, 180 students from Baby Memorial College of Nursing, 193 Government college of nursing .150 National hospital college of nursing. The total population consists of 523. By random sampling method, 75 students were from the Baby memorial college of nursing, 78 were government nursing students, and 55 were from the National hospital college of nursing. So the present study involved 208 students (39.7% of the total population). This present study used a quantitative method, correlation study, to determine the degree of relationship between two variables stress and test anxiety. For variable stress, nine dimensions were included in the scale. For the test anxiety variable, the level of test anxiety was measured using 4 point scale. Data obtained from the variable were analyzed through inappropriate tests of the international Business Machines Corporation (IBM) Statistical Package for the Social Sciences (SPSS, version 20).

**Results**

From table 1, it was noticed that test anxiety was found to be strongly associated with stress related to familial, social, educational, ego threat, bereavement, and personal setbacks. Furthermore, total stress was also positively associated with test anxiety. Stress due to finances, separation, and health of others did not have any significant association with test anxiety.

**Table 1: Correlation between stress and text anxiety among students**

Stress	Test anxiety
Financial stress	.097
Family stress	.183**
Social stress	.148*

Education	.296**
Ego Threat	.175*
Bereavement	.166*
Separation	.100
Personal set back	.344**
Health of others	-.010
Total stress	.294**

Note: \*\*p<.01; \*p<.05

From table 2, it was observed that there was a significant difference in test anxiety based on gender, year of study, and area of living. Girls had a higher score than boys (M=87.25 vs M=83.90). First-year students scored higher in their test anxiety than final-year students (M=86.01 vs M=84.59). Furthermore, students from rural areas scored higher in their test anxiety than students from urban areas (M=85.64 vs M=84.85).

**Table 2: Differences in test anxiety by demographic categories**

Vari-ables	Cat-egory	N	M	SD	t-value
Gender	Male	123	83.90	0.75	19.425*
	Female	85	87.25	1.69	
Year of studying	First year	100	86.01	2.01	5.279*
	Final year	108	84.59	1.85	
Area of living	Rural	110	85.64	2.03	2.805*
	Urban	98	84.85	2.01	

Note: \*p<.05

Table 3 demonstrated the influence of stress on test anxiety among students. It was clear from that table that stresses due to ego threat, and the health of others had a significant impact on test anxiety whereas stress due to financial, family, social, education, bereavement, separation, and personal setback did not have any significant impact.

**Table 3: Influence of stress on test anxiety among students: Regression analysis**

Predictors	Un-standardized coefficient		Beta	't' value	p value	Model Summary
	B	Std. Error				
Financial stress	-.069	.041	-.143	1.686	.093	F = 4.537 R = 0.433 R <sup>2</sup> = 0.187
Family stress	-.035	.037	-.110	.940	.349	
Social stress	.008	.043	.018	.197	.844	
Education	-.022	.030	-.153	.731	.466	
Ego Threat	-.090	.036	-.357	2.497	.013	
Bereavement	.072	.047	.128	1.528	.128	
Separation	-.140	.083	-.193	1.677	.095	
Personal set back	.056	.044	.148	1.272	.205	
Health of others	-.119	.048	-.263	2.507	.013	
Total stress	.052	.027	.921	1.937	.054	

Note: \*p<.05

### Discussion

The present study aimed to determine the influence of stress on test anxiety among nursing students. Stress related to family, social, education, ego threat, bereavement, and personal set back was positively associated with students' test anxiety [Table 1]. The academic success of the students is significantly influenced by the family environment. Students with educated parents typically perform well in school, which helps them avoid test anxiety. Studies also revealed that students whose mothers had educational levels between elementary school and a high school diploma had significantly lower test anxiety (Kurt et al., 2014). A peaceful study environment, family financial support, social support, and participation in social activities are recommended to lessen exam anxiety (Kurt et al., 2014). Students may experience test anxiety due to the aforementioned factors' inadequacy. Lists of significant traumatic life experiences, including the loss of a loved one or close relative, may cause test anxiety in students. Students evaluate themselves based on their grades, with high regard for themselves emerging from a good mark. Such evaluation of oneself can occasionally result in ego threat as a result of a challenge to one's self-image or self-esteem.

Girls had a higher level of test anxiety compared to their counterparts [Table 3]. In general, female students usually report higher levels of test anxiety than their male peers (Núñez-Peña et al., 2016). In a study to gauge students' test anxiety, Nez-Pea et al. (2016) showed that female students reported higher levels of test, math, and trait anxiety, as well as greater, predicted anxiety in three of the four test conditions taken into account. These results are consistent with the current findings. Earlier studies on test anxiety also focused on gender differences, and it was repeatedly found that female students have higher test anxiety levels than male students. (Bandalos et al., 1995).

Additionally, it was observed that first-year students had more test anxiety than third-year students [Table 2]. Being a first-year student, having a heavy course load, and taking an oral exam are some of the elements that influence students' test anxiety. Additionally, students test anxiety is independently predicted by a lack of a systematic study plan, low social support, moderate social support, and psychological suffering (Tsegay et al., 2019). In the line with the current findings, Tsegay et al. (2019) demonstrated that first-year students had 10 times higher risk of developing test anxiety

than final-year students did and that having an excessive course load was 6 times higher in developing test anxiety compared to final-year students.

Furthermore, students from rural areas had a higher level of test anxiety than students from urban areas [Table 2]. Due to their general lack of preparation or fear of exam outcomes, students from rural areas tend to worry more and have higher levels of test anxiety than students from urban areas (Lohiya et al., 2021). Similar results have been reported by earlier studies (Deepika & Asha, 2013; Nweze, 2014); the reasons postulated are infrequent exposure to evaluative situations, economic disadvantage, and deprivation of exposure to educational facilities (Von Der Embse et al., 2013).

Moreover, it was revealed that exam anxiety among students was significantly predicted by stress due to ego threat and other people's health [Table 3]. Test anxiety is "the set of cognitive, physiological, and behavioral responses that accompany concern about possible negative consequences or failure on exams or similar evaluative situations" (Zeidner (2007). It creates "excessive amounts of concern, worry, and fear about negative evaluation during or in anticipation of performance or evaluative situations" (Goonan (2003,). In other words, individuals are afraid of getting embarrassed by their unsatisfactory performance since they consider it as a threat to their ego or self-esteem (Putwain, 2008; Goonan, 2003; Sapp, 1999) and consequently, they either avoid evaluative situations or experience excessive stress if they cannot flee from being tested (Sarason, 1978). Test anxiety appears in specific situations or contexts where one's performance is being evaluated and it has an evident social aspect due to the concerns with how that performance will be judged by others (Putwain, 2008).

### Conclusion

It was revealed that stress related to familial, social, education, ego threat, bereavement, and personal setbacks were directly correlated with test anxiety. Financial stress, separation, and the health of others had no significant relation with test anxiety. There was a notable change

in test anxiety based on sex, year of study, and area of residence. In test anxiety, girls scored higher than boys. Test anxiety was higher in first-year students than in final-year students. Besides, that rural students scored higher than urban students.

### Recommendation

In light of these findings, the researcher concluded that students who have high levels of stress and test anxiety should be trained and motivated to apply appropriate coping skills. Stress management programs should be included in the student's curriculum. To study the needs of the students and efficiently achieve their academic goals, higher authorities should organize orientation, seminars, regular stress management programs, and guidance and counseling services.

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Appendix – 3

Plagiarism Report



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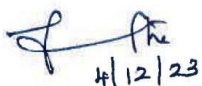
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3.	Department	Psychology
4.	Name of the Research Guide	Dr. N.V. Amudha Devi
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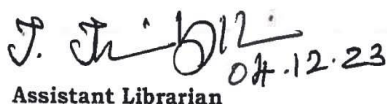
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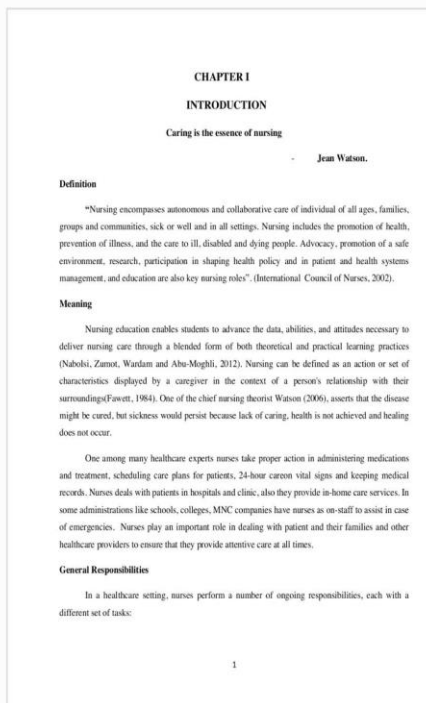


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Appendix – 4

Psychological Tests

 <p style="font-size: small;">T. M. Regd. No. 564838 Copyright Regd. No. © A-73256/2005 Dt. 13.5.05</p>	<p><b>Consumable Booklet</b> of <b>TAS-sv</b> (English Version)</p>
Prof. V. P. Sharma (Raipur)	

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**INSTRUCTIONS**

This booklet contains some practical situations that you may come across in your daily life, and particularly at a situation when you are put to test. Some possible reaction to each of these situations have also been given below it. You are directed to select only one of the five alternative reactions which you believe would be frequently operative in your case. You have to put a tick mark  against each of such reactions of your choice for every item in the appropriate box. Please mark only one reaction out of the five, and don't omit any item.

You are requested to give free and frank answer to every situation. These answers would be kept secret. Please feel free. It does not test your academic proficiency, and therefore, there should not be any fear of any answer being right or wrong. Now, I hope, you have understood the technique of taking this test. Have you any thing to ask.

*Your Response will be Kept Confidential.*

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Sr. No.	STATEMENTS	Response	Score
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23. How will you react to your feeling of your being inferior in progress to other pupils of your class ?

- (i) I will not pay any attention to my progress.
- (ii) I would be satisfied with my progress.
- (iii) I will try to deviate my attention from the matters on progress in studies.
- (iv) I will develop anxiety thinking the opinions of my elders about me.
- (v) I will be extremely restless due to anxiety and shame.

24. How will you feel if the invigilator gives you the question paper of different subject by mistake in the examination hall ?

- (i) I will laugh at the invigilator.
- (ii) I will be angry with the invigilator.
- (iii) I will feel pity at the intelligence of the invigilator.
- (iv) I will be perplexed on the very sight of the question paper.
- (v) I will feel forgetting my subject because of excessive anxiety and confusion.

25. How will you feel if you come to know the date on which the annual examination is to start ?

- (i) My specific feeling would be generated in me on hearing this fact.
- (ii) I will feel relaxed on hearing the date on which the annual examination is to be started ?
- (iii) On hearing the information about the starting date of the annual examination, fear will be generated in me.
- (iv) I will be filled in with the feeling of doubts and uncertainty accompanied with fear of failure as I hear the information regarding the date of the annual examination.
- (v) I will start trembling on hearing the date on which the annual examination is to be started.

Total Score Page 8



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You are requested to give free and frank answer to every situation. These answers would be kept secret. Please feel free. It does not test your academic proficiency, and therefore, there should not be any fear of any answer being right or wrong. Now, I hope, you have understood the technique of taking this test. Have you any thing to ask.

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Sr. No.	STATEMENTS	Response	Score
1.	<b>How do you feel when the teacher asks you to prepare for the examination after the date of the examination is announced ?</b>		
	(i) There would not be any reaction of his advice.	<input type="checkbox"/>	
	(ii) I would be irritated with his advice.	<input type="checkbox"/>	
	(iii) I would be extremely glad with his advice.	<input type="checkbox"/>	<input type="text"/>
	(iv) I would develop a little anxiety by his advice.	<input type="checkbox"/>	
	(v) Thinking about my preparation for the examination, I would be extremely afraid of it.	<input type="checkbox"/>	
2.	<b>How do you feel on the day your examination begins ?</b>		
	(i) I feel extremely glad.	<input type="checkbox"/>	
	(ii) I develop dilemmatic fear about the result of the examination, whether I would pass or fail.	<input type="checkbox"/>	<input type="text"/>
	(iii) I feel angry with the person who would talk on this matter.	<input type="checkbox"/>	
	(iv) I continue reading till last moment I enter the examination hall.	<input type="checkbox"/>	
	(v) I feel extremely confused as if I have forgotten every thing that I have learnt.	<input type="checkbox"/>	
3.	<b>What ideas would divert your process of writing the answers of questions in the examination hall ?</b>		
	(i) I am fully engrossed in writing the answers to questions.	<input type="checkbox"/>	
	(ii) I often feel that I am writing everything correctly.	<input type="checkbox"/>	
	(iii) I often experience anxiety on the point whether the examiner might get annoyed with my answers.	<input type="checkbox"/>	<input type="text"/>
	(iv) My heart starts beating fast thinking that I might fail.	<input type="checkbox"/>	
	(v) I fail to write anything because of excessive fear and anxiety.	<input type="checkbox"/>	
4.	<b>How do you feel at the occasion when somebody interfered you at the time you are preparing for your examination ?</b>		
	(i) I leave my study with pleasure and get engaged immediately in the work assigned.	<input type="checkbox"/>	
	(ii) I cannot do any other work but study for examination.	<input type="checkbox"/>	
	(iii) I feel annoyed if I am interfered by a way of assigning different task.	<input type="checkbox"/>	<input type="text"/>
	(iv) My heart starts beating excessively because of interference in my study.	<input type="checkbox"/>	
	(v) With the fear that I would not be able to prepare will my study for examination I develop anxiety accompanied with excessive heart beating.	<input type="checkbox"/>	
<b>Total Score Page 2</b>			<input type="text"/>

Sr. No.	STATEMENTS	Response	Score
5.	<b>How do you feel if you are being helped by some one at the time when you are writing the answers in the examination hall ?</b>		
	(i) I am extremely pleased.	<input type="checkbox"/>	
	(ii) I feel ashamed of his foolishness.	<input type="checkbox"/>	<input type="text"/>
	(iii) I do not care to look at him.	<input type="checkbox"/>	
	(iv) I am extremely angry with him.	<input type="checkbox"/>	
	(v) I start forgetting whatever I remember because of anxiety, confusion and conflict.	<input type="checkbox"/>	
6.	<b>How do you feel at the moment you are asked by the invigilator in the examination hall to show your registration slip showing your Roll Number which you have forgotten to bring and without which you are not entitled to appear ?</b>		
	(i) Without any hesitation, I will tell that I have forgotten.	<input type="checkbox"/>	
	(ii) I will not be confused at all.	<input type="checkbox"/>	
	(iii) I will be a little restless.	<input type="checkbox"/>	<input type="text"/>
	(iv) I will experience excessive heart beating because of the fear of being turned out of the examination hall.	<input type="checkbox"/>	
	(v) I will start weeping out of fear and anxiety, confusion and conflict.	<input type="checkbox"/>	
7.	<b>You thoroughly prepared the ten probable questions as predicted by somebody with the impression that in the next-day examination only those questions would occur. At the examination hall, the next day, when the question paper was distributed, you were surprised to see that none of the questions that you had learnt thoroughly earlier have occurred there. How will you feel at that moment ?</b>		
	(i) Without being disturbed, I will try to answer other questions.	<input type="checkbox"/>	
	(ii) I will be extremely angry with the paper setter.	<input type="checkbox"/>	
	(iii) I will be extremely disappointed.	<input type="checkbox"/>	<input type="text"/>
	(iv) I will develop anxiety and feeling of fear to failure in the examination.	<input type="checkbox"/>	
	(v) I will start weeping out of fear and anxiety, confusion and conflict, disappointed and disturbance.	<input type="checkbox"/>	
<b>Total Score Page 3</b>			<input type="text"/>

Sr. No.	STATEMENTS	Response	Score
8.	<b>What will you do if you would not prepare to your satisfaction for the commencing examination because of some reason or other ?</b>		
(i)	I will try to appear in the examination knowingly that I may not pass.	<input type="checkbox"/>	
(ii)	I will appear in the examination without any anxiety.	<input type="checkbox"/>	
(iii)	I will think all the while of not appearing at the examination.	<input type="checkbox"/>	
(iv)	I will try to avoid appearing at the examination having developed anxiety accompanied with the feeling of fear of failure in examination.	<input type="checkbox"/>	<input type="text"/>
(v)	I will not appear at the examination with the excessive feeling of conflict and anxiety that I might fail in the examination.	<input type="checkbox"/>	
9.	<b>How will you feel if the invigilator makes a joke with you when you are busy in writing the answers in the examination hall ?</b>		
(i)	I will participate in the joke and laugh with him.	<input type="checkbox"/>	
(ii)	Without caring for the joke, I will be busy in writing the answers.	<input type="checkbox"/>	
(iii)	I will be angry with the invigilator at his untimed joke.	<input type="checkbox"/>	
(iv)	My heart would start beating fast because of the distraction of my attention and fear of failure.	<input type="checkbox"/>	<input type="text"/>
(v)	I will forget the answers of the questions because of excessive anger and anxiety interfering the writing process.	<input type="checkbox"/>	
10.	<b>How do you feel if a large number of guests comes to your home during the days you are preparing for your final examination ?</b>		
(i)	I would be glad to receive my guests.	<input type="checkbox"/>	
(ii)	I would relax myself from the monotonous task of study and enjoy talking with them.	<input type="checkbox"/>	
(iii)	I would be angry with them for the untimed arrival as guests.	<input type="checkbox"/>	<input type="text"/>
(iv)	I would be extremely upset with the anxiety of appearing at the succeeding examinations.	<input type="checkbox"/>	
(v)	I feel forgetting everything whatever I learnt because of excessive anxiety and feeling of fear of failure.	<input type="checkbox"/>	
11.	<b>How do you feel if you are caught by the invigilator using some unfair means during the examination ?</b>		
(i)	There won't be any effect of this upon me considering it to be a routine matter.	<input type="checkbox"/>	
(ii)	I will leave the examination hall without thinking any consequence.	<input type="checkbox"/>	
(iii)	I will apologize about my misdeed.	<input type="checkbox"/>	<input type="text"/>
(iv)	I would develop a feeling of anxiety whether I would be failed in the examination.	<input type="checkbox"/>	
(v)	I would develop a feeling of guilt accompanied with anxiety as to how I could show my face to others.	<input type="checkbox"/>	
<b>Total Score Page 4</b>			<input type="text"/>

Sr. No.	STATEMENTS	Response	Score
12.	<b>How will you feel at the occasion when the Principal of your school or college inspects your class during the period your class teacher is teaching you ?</b>		
(i)	There won't be any effect of this upon me considering it to be a routine matter.	<input type="checkbox"/>	
(ii)	I will gaze at the teacher and listen carefully to the content being taught as soon as I see the Principal.	<input type="checkbox"/>	
(iii)	I would be careful and cautious in my behaviour and try to present myself as an ideal student.	<input type="checkbox"/>	<input type="text"/>
(iv)	I will feel disturbed and depressed.	<input type="checkbox"/>	
(v)	I will start trembling with fear as soon as the Principal enters my class thinking that, I may not be able to answer his questions if he asks.	<input type="checkbox"/>	
13.	<b>How do you react to the situation in which your fountain pen fails to write during the examination hours ?</b>		
(i)	Without being disturbed, I will borrow pen from another student and continue writing.	<input type="checkbox"/>	
(ii)	I will try to continue writing with the same pen.	<input type="checkbox"/>	
(iii)	I would be a little disturbed so long as I manage to get another one.	<input type="checkbox"/>	
(iv)	I would feel extremely restless during the examination period visualizing my shortcomings in writing the answers to my entire satisfaction because of this mis-happening.	<input type="checkbox"/>	<input type="text"/>
(v)	I will start weeping, and out of excessive fear of failure, I will leave the examination hall.	<input type="checkbox"/>	
14.	<b>How will you feel at the moment when your result in which you have failed is declared ?</b>		
(i)	I would not be sad at all.	<input type="checkbox"/>	
(ii)	I would be disappointed for a moment.	<input type="checkbox"/>	
(iii)	I would be angry with the examiners.	<input type="checkbox"/>	<input type="text"/>
(iv)	I would experience excessive anxiety.	<input type="checkbox"/>	
(v)	I would not be able to go out of my house because of excessive anxiety, depression and shame.	<input type="checkbox"/>	
<b>Total Score Page 5</b>			<input type="text"/>

Sr. No.	STATEMENTS	Response	Score
15.	<b>How would you react if the supplementary answer book on your demand is supplied to you in a delayed way ?</b>		
	(i) I would look to and for meanwhile.	<input type="checkbox"/>	
	(ii) I would wait patiently for the supply of supplementary answer book.	<input type="checkbox"/>	
	(iii) I would stand up and insist upon supplying me supplementary answer book quickly.	<input type="checkbox"/>	
	(iv) I would resent upon their delayed manner of supplying me the supplementary answer book.	<input type="checkbox"/>	<input type="text"/>
	(v) I would develop excessive anxiety accompanied with anger thinking that, I might forget whatever I remember if the supplementary answer book is supplied delayed.	<input type="checkbox"/>	
16.	<b>What will you do if during the examination time you fall ill ?</b>		
	(i) I will be relieved from the burden of studying for the examination.	<input type="checkbox"/>	
	(ii) I will think that I would get another chance to prepare better for the next examination.	<input type="checkbox"/>	
	(iii) I will feel guilty of being fallen ill only during the examination days.	<input type="checkbox"/>	<input type="text"/>
	(iv) I will develop anxiety of being back by one year of my class fellows.	<input type="checkbox"/>	
	(v) I will try my best to appear in the examination even under conditions of my sickness.	<input type="checkbox"/>	
17.	<b>How do you feel when you observe other students going through their notes and books very attentively and consciously even at the time when the first bell goes, and they are expected to be inside the examination hall ?</b>		
	(i) I feel like teasing them.	<input type="checkbox"/>	
	(ii) I feel pity over the anxiety for the examination of such students.	<input type="checkbox"/>	
	(iii) Without paying any attention to them, I enter the examination hall and take my seat.	<input type="checkbox"/>	
	(iv) I try to ask them what important things they are studying, after all at this time.	<input type="checkbox"/>	<input type="text"/>
	(v) I feel forgetting every thing out of fear and anxiety whatever I have learnt when I see them learning so attentively.	<input type="checkbox"/>	
18.	<b>How do you feel when you know that you have passed the examination in which you had appeared ?</b>		
	(i) I feel extremely delighted.	<input type="checkbox"/>	
	(ii) This will not effect me much.	<input type="checkbox"/>	
	(iii) I feel that I have not scored the marks in proportion to my study.	<input type="checkbox"/>	
	(iv) I would think that if my teacher would have taken more care and taught us better, then I could have scored higher marks.	<input type="checkbox"/>	<input type="text"/>
	(v) I would be upset very much with the feeling that I have not scored higher marks than most of my classmates leading to fear of lagging behind in	<input type="checkbox"/>	

Sr. No.	STATEMENTS	Response	Score
19.	<b>How will you feel at the time when you see an examinee sitting by your side is developing his answers by using unfair means during the examination hours ?</b>		
	(i) I feel of getting the cheating material for myself.	<input type="checkbox"/>	
	(ii) I would ignore his ways of writing the answer, and attend to my own work.	<input type="checkbox"/>	
	(iii) I would be ashamed of the cheating behaviour of that student.	<input type="checkbox"/>	
	(iv) My heart would start beating faster out of fear of being checked by the invigilator.	<input type="checkbox"/>	<input type="text"/>
	(v) I will report the invigilator about the unfair means being used by that candidate out of fear so that I may' not be suspected in case he is caught.	<input type="checkbox"/>	
20.	<b>How will you feel if you come to know that the examination result is going to be announced the next day ?</b>		
	(i) I will be extremely glad.	<input type="checkbox"/>	
	(ii) I will not give any heed to his news.	<input type="checkbox"/>	
	(iii) My heart will start beating faster.	<input type="checkbox"/>	<input type="text"/>
	(iv) I will think only of the examination result.	<input type="checkbox"/>	
	(v) I will be very much confused to do any work out of fear and anxiety of the examination result.	<input type="checkbox"/>	
21.	<b>How do you feel if the invigilator deliberately delays in distributing question paper even after the bell indicating the start of examination, has gone ?</b>		
	(i) I will spend time in talking with my friends sitting by my sides.	<input type="checkbox"/>	
	(ii) I will curiously wait and watch for the question paper.	<input type="checkbox"/>	
	(iii) I will request him with due sincerity to distribute the question paper without any lapse of time.	<input type="checkbox"/>	<input type="text"/>
	(iv) I will feel extremely annoyed with the invigilator for his delaying attitude.	<input type="checkbox"/>	
	(v) I will be extremely perplexed and disappointed out of fear or losing marks in case all the questions are not adequately solved.	<input type="checkbox"/>	
22.	<b>How do you feel if you commit certain fault ?</b>		
	(i) I laugh heartily at my fault.	<input type="checkbox"/>	
	(ii) I do not feel disturbed by such faults.	<input type="checkbox"/>	
	(iii) I feel guilty of my fault and make every attempt so that it may not reoccur.	<input type="checkbox"/>	
	(iv) I develop anxiety having the feeling that other pupils may laugh at my fault.	<input type="checkbox"/>	<input type="text"/>
	(v) I feel extremely guilty with a feeling of repentance whenever I think of the	<input type="checkbox"/>	

# STUDENT'S STRESS SCALE

Consumable Booklet (16-2677-CB)

Dr. Manju Agrawal (Lucknow)

## INSTRUCTIONS

The next few pages describe some events and situations which occur frequently in students life. For example 'breaking of friendships', 'passing an exam' etc. Read each statement carefully. You have to tell the degree of stress you experienced during that event. Respond only to the events which occurred during previous one year. Indicate this by putting a tick (✓) in the column next to the statement. Against each statement, rate the degree of stress by putting a tick mark (✓) . There is no time limit to complete the scale but do not waste your time. Your responses will be kept strictly confidential . Now, turn the page and start attempting.



10A, Veer Savarkar Block, Shakarpur, New Delhi - 110092

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Reorder # 16-2677-CB

Printed

5 no.	Statement	Tick (✓) if experienced within one year	No stress at all	Very little stress	Some what stress	Average stress	Much stress	Too much stress	Unbearable stress
23.	Passed exam with poor marks		1	2	3	4	5	6	7
24.	Failed in examination		1	2	3	4	5	6	7
25.	Disciplinary action was taken action against me		1	2	3	4	5	6	7
26.	A Family member was jailed		1	2	3	4	5	6	7
27.	Apprehended for a simple breach of law		1	2	3	4	5	6	7
28.	A close friend died		1	2	3	4	5	6	7
29.	A close family member died		1	2	3	4	5	6	7
30.	A pet died		1	2	3	4	5	6	7
31.	A relative died		1	2	3	4	5	6	7
32.	A family member was missing		1	2	3	4	5	6	7
33.	Separated from some one near and dear		1	2	3	4	5	6	7
34.	Engagement was broken		1	2	3	4	5	6	7
35.	Could not marry the person I loved		1	2	3	4	5	6	7
36.	Family members frequently got ill		1	2	3	4	5	6	7
37.	A family member was admitted in the hospital		1	2	3	4	5	6	7
38.	A family member developed a mental illness		1	2	3	4	5	6	7
39.	A close friend/ relative developed a serious disease		1	2	3	4	5	6	7
40.	Major deterioration in health of a family member ( but was not admitted in the hospital)		1	2	3	4	5	6	7
41.	Started living at a friends/ relatives place		1	2	3	4	5	6	7
42.	Started living in a hired room		1	2	3	4	5	6	7
43.	Major decrease in outings and social activities (meeting people)		1	2	3	4	5	6	7

# STUDENT'S STRESS SCALE

4x50

Consumable Booklet (16-2677-CB)

Dr. Manju Agrawal (Lucknow)

## DETAILS OF THE RESPONDENT

Name (optional) :	Monthly income of the whole family: ₹ <input type="text"/>
Gender :	No. of members dependent upon this income: <input type="text"/>
Class :	Division and percentage obtained in:-
Age (in years) :	Intermediate <input type="text"/> Graduation <input type="text"/>
Date :	Residential Background: Rural <input type="checkbox"/> Urban <input type="checkbox"/>
Occupation of father/guardian :	Medium of Education: Hindi <input type="checkbox"/> English <input type="checkbox"/>

## INSTRUCTIONS

The next few pages describe some events and situations which occur frequently in students life. For example 'breaking of friendships', 'passing an exam' etc. Read each statement carefully. You have to tell the degree of stress you experienced during that event. Respond only to the events which occurred during previous one year. Indicate this by putting a tick (✓) in the column next to the statement. Against each statement, rate the degree of stress by putting a tick mark (✓) . There is no time limit to complete the scale but do not waste your time. Your responses will be kept strictly confidential . Now, turn the page and start attempting.

S no.	Statement	Tick (✓) if experienced within one year	No stress at all	Very little stress	Some what stress	Average stress	Much stress	Too much stress	Unbearable stress
1.	Theft of wealth and property		1	2	3	4	5	6	7
2.	Theft or loss of a personally valuable possession		1	2	3	4	5	6	7
3.	Major financial trouble arose		1	2	3	4	5	6	7
4.	Family income decreased heavily		1	2	3	4	5	6	7
5.	Relations with some family member got strained		1	2	3	4	5	6	7
6.	Family member interfered in personal matters		1	2	3	4	5	6	7
7.	Family environment got tense		1	2	3	4	5	6	7
8.	Parents favored siblings		1	2	3	4	5	6	7
9.	Serious differences arose with a friend or neighbour		1	2	3	4	5	6	7
10.	Relations with an authority (hostel warden, teacher etc) deteriorated		1	2	3	4	5	6	7
11.	Relations with girl/boy friend got strained		1	2	3	4	5	6	7
12.	Parents did not trust me on certain occasions		1	2	3	4	5	6	7
13.	People behaved indifferently towards me		1	2	3	4	5	6	7
14.	People misunderstood me		1	2	3	4	5	6	7
15.	Compared to others, I found myself inferior		1	2	3	4	5	6	7
16.	Physical beauty diminished		1	2	3	4	5	6	7
17.	Aspirations of my life remained unfulfilled		1	2	3	4	5	6	7
18.	I was not honoured for the commendable work I did		1	2	3	4	5	6	7
19.	I was blamed for no fault of mine		1	2	3	4	5	6	7
20.	Parents scolded or beat		1	2	3	4	5	6	7
21.	Teacher scolded		1	2	3	4	5	6	7
22.	My family was dishonoured		1	2	3	4	5	6	7

S no.	Statement	Tick (✓) if experienced within one year	No stress at all	Very little stress	Some what stress	Average stress	Much stress	Too much stress	Unbearable stress
23.	Passed exam with poor marks		1	2	3	4	5	6	7
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S no.	Statement	Tick (✓) if experienced within one year	No stress at all	Very little stress	Some what stress	Average stress	Much stress	Too much stress	Unbearable stress
44.	Appeared in exam despite ill health		1	2	3	4	5	6	7
45.	Could not appear in exam due to illness or some other reason		1	2	3	4	5	6	7
46.	I had to choose subject I was not interested in		1	2	3	4	5	6	7
47.	Course was not completed in the class		1	2	3	4	5	6	7
48.	Could not secure admission in an important class or course		1	2	3	4	5	6	7
49.	Indiscipline increased in the university		1	2	3	4	5	6	7
50.	Teacher acted partially		1	2	3	4	5	6	7
51.	I had inconvenience in finding means of conveyance to the university		1	2	3	4	5	6	7
52.	Important books are not available in the library		1	2	3	4	5	6	7
53.	Adequate facilities are not available in the laboratory		1	2	3	4	5	6	7
54.	Neighbour-hood environment interferes in studies		1	2	3	4	5	6	7
55.	Family environment interferes in studies		1	2	3	4	5	6	7
56.	Lectures are in comprehensible		1	2	3	4	5	6	7
57.	I do not get adequate time for studies		1	2	3	4	5	6	7
58.	Exams are held late		1	2	3	4	5	6	7
59.	My father/ mother got involved in an extra marital relationship		1	2	3	4	5	6	7
60.	I could not buy the expensive bike/car my friend has bought		1	2	3	4	5	6	7
61.	My friend has become more popular than me amongst the opposite sex		1	2	3	4	5	6	7
62.	I have been sexually abused		1	2	3	4	5	6	7
63.	My parents are separated		1	2	3	4	5	6	7
64.	I have to accept a step parent at this stage		1	2	3	4	5	6	7

8x50



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Late V. P. Bhargava (Agra)

Consumable Booklet

of

A M T-BV

(English Version)

### INSTRUCTIONS

On the following pages, there are given some incomplete sentences which can be completed meaningfully by linking up any of the three alternatives given against them. Each of the alternative is equally good to make the sentence complete. It is not a test of your intelligence or of your proficiency in the use of English. There is no question of a right or wrong answer. Only you have to select that alternative which shows your first preference of linking it with the incomplete sentence under consideration. An example is given below :

- I like to ..... (A) do things for my friends.  
 (B) undertake tasks requiring skills.  
 (C) keep things neat and orderly.

You may give top priority to A, to B or to C as you think according to your preferential order. Accordingly, you may check on letters A, B and C by putting mark ( ✓ ) on the cells given in the right hand corner against the alternatives.

You have only to do the same as has been described above. You are to check all the 50 incomplete sentences. Do not leave any of them. Finish the work as early as possible.

Please note that your answers should be in terms of what you *actually* like or feel at the present moment and not in terms of what you should feel or you would feel in the future.

After you have done this, please hand over the booklet to the Test Administrator. Thanks.

Estd. 1971

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1. What I want most in my life is.....

- (A) to get an ideal home life.
- (B) to be a popular man in the society.
- (C) to do something requiring efforts.

2. I would like to solve.....

- (A) those problems which will give new experiences.
- (B) the socio-economic problems of my country.
- (C) very difficult puzzles and quizzes.

3. I am happiest when.....

- (A) making others happy.
- (B) I become the centre of other's attention.
- (C) successful in my work.

4. I often strongly think of.....

- (A) being one respected political leader.
- (B) being a famous social leader.
- (C) accomplishing something great.

5. My aim of life is.....

- (A) to make a long record of successful achievements.
- (B) to attain high status in society.
- (C) to serve the nation.

6. I like to praise those who .....

- (A) have earned a name of repute in their own field.
- (B) have some principles in life.
- (C) have devoted themselves in the service of mankind.

7. I want to know.....

- (A) how I can be successful to whatever I undertake.
- (B) the honest means of accumulating wealth.
- (C) the easiest way of achieving the World Peace.

- 8. **Before starting a difficult task.....**
  - (A) I would plan to work out its details.
  - (B) I would think about the difficulties that may come in the way.
  - (C) I would invite suggestions from others.
  
- 9. **It is my nature to.....**
  - (A) do things for my friends.
  - (B) undertake tasks which require great skills.
  - (C) keep things neat and clean.
  
- 10. **I wish I could always be.....**
  - (A) eager in successfully doing difficult jobs.
  - (B) eager to be sympathetic to sick and poor people.
  - (C) eager to visit new places, see new persons and get new things.
  
- 11. **I feel upset when.....**
  - (A) I am blamed by my own people.
  - (B) I am neglected.
  - (C) I fail to reach my desired goal.
  
- 12. **I want to accomplish the task.....**
  - (A) in a neat and clean fashion.
  - (B) to do it more better than others.
  - (C) to finish it before the time fixed.
  
- 13. **I like to.....**
  - (A) read fictions and do courageous works.
  - (B) think of my future.
  - (C) visit different places of the world.
  
- 14. **I usually think.....**
  - (A) that I should get honour and respect like a leader.
  - (B) that I should perform something great and unique.
  - (C) that I should help and look after the sick and injured.

- 15. I like to be.....**
- (A) very systematic and orderly in the work I undertake.
  - (B) very faithful and sincere to my friends and colleagues.
  - (C) best in my performances and assignments.
- 16. I like that.....**
- (A) I may earn money.
  - (B) I may do most important work.
  - (C) I may become the master of myself.
- 17. I am always.....**
- (A) ready to fight for the noble and reasonable cause.
  - (B) ready to enhance and develop my ability.
  - (C) prepared to remove casteism and other social evils.
- 18. I am sure that during next five years.....**
- (A) I will be earning lot of monies.
  - (B) I will be an expert in my field.
  - (C) I will be independent.
- 19. I want that.....**
- (A) my institution may be more democratic.
  - (B) the environment of my town be more peaceful and healthy.
  - (C) the environment of my house may allow me to study more and more.
- 20. I like things which.....**
- (A) may make me rich and more possessing.
  - (B) may make me to get respect that of a leader.
  - (C) may be achieved by others with great difficulty.
- 21. I get satisfaction most in.....**
- (A) remaining in the company of famous and popular persons.
  - (B) doing the most difficult tasks.
  - (C) testing others and to give guidance to them.

- 43. I always.....**
- (A) do the activities in my own systematic way.
  - (B) try to please everybody with my behaviour.
  - (C) try to do my work in the best possible way.
- 44. I evaluate my ability by saying.....**
- (A) my teachers are partial and side others.
  - (B) whatever the grade has been given to me is related with labour I have put in.
  - (C) the grade given to me is less than the labour I have put in.
- 45. I am.....**
- (A) morally a correct person.
  - (B) determined to get my high goal in life.
  - (C) tolerable to those persons who try to hit me.
- 46. I am full of anxiety for.....**
- (A) knowing my deficiencies so that I may remove them.
  - (B) doing more important work.
  - (C) becoming the centre of attraction in the group.
- 47. I bear out the pain because.....**
- (A) nobody should feel painful feelings given by me.
  - (B) I may escape from other's allegations.
  - (C) I may remove difficulties and get first class success.
- 48. I am.....**
- (A) courageous, but would avoid unnecessary dangers and risks.
  - (B) quite punctual and never late for work, school & appointments.
  - (C) quite neat and organized in what I do.
- 49. I am of the opinion that for pleasure and happiness one must.....**
- (A) get the basic amenities of life.
  - (B) enrich the records one's achievements.
  - (C) support charities.
- 50. In whatever work I undertake.....**
- (A) I like to do very best.
  - (B) I like to assume full responsibility for it.
  - (C) I like to make advance plans.

36. My real wish.....

- (A) is to get the highly paid work.
- (B) is to enjoy the bliss of happy married life.
- (C) is to attain reputable attainments.

37. I want that I should become so able that.....

- (A) I may use such words the meaning of which nobody should be able to understand.
- (B) I may be able to do better work than others.
- (C) I may forgive him who wants to harm me.

38. I.....

- (A) may try my level best to become a big person in my field.
- (B) may try to remain firm in following the truth.
- (C) may try to help the helpless people to the best of my capacity.

39. Generally, I wish that.....

- (A) I may be a worshipper of God.
- (B) I may serve the poor without caring for any return.
- (C) I may get additional success in some work.

40. I avoid.....

- (A) such persons who are pleasure-seekers only and are without responsibility.
- (B) those situations which are not competitive.
- (C) those persons who are mentally illusioned and unsystematic.

41. I want that others may think about me as.....

- (A) laborious person.
- (B) very good natured person.
- (C) very intelligent and capable person.

42. I feel very good when.....

- (A) I relate my personal experiences to others.
- (B) I am told to make others to understand something.
- (C) I have to do any difficult work.

29. While working in a group I wish that.....
- (A) I may perform the best work than others.
  - (B) I may be the leader of the group.
  - (C) I may do the work in the most systematic way.

30. I consider myself better than others who.....
- (A) are unsocial by nature.
  - (B) do not feel the responsibility.
  - (C) do not fix any aim of life and do not work to get it.

31. I get pleasure in.....
- (A) the company of children.
  - (B) solving difficult problems.
  - (C) living with jovial people.

32. I believe.....
- (A) love is more better than justice.
  - (B) my future depends on some special achievements.
  - (C) it is better to be sincere and faithful than to be popular.

33. Generally, I.....
- (A) critically analyse other's decisions.
  - (B) am polite in behaviour.
  - (C) do the work till it is completed successfully.

34. In most of the social situations, I.....
- (A) try to be traditional.
  - (B) try to become a bit able to do work in accordance with the social traditions.
  - (C) try to attract and get other's attention by my work.

35. I like to.....
- (A) become a big authority in some business or work.
  - (B) do my activities in a systematic way.
  - (C) make friendly sympathetic behaviour with sad people.

40

41.

42. I  
(A)  
(B)  
(C)

- 22. I give preference to.....**
- (A) difficult tasks over simple and easy tasks.
  - (B) remain in the company of elderly and experienced persons.
  - (C) get encouragement from my friends and others.
- 23. I genuinely believe that for me.....**
- (A) it is possible to attain high social status.
  - (B) it is possible to get enough power.
  - (C) it is possible to get desired maximum achievements.
- 24. I wish that I may be.....**
- (A) liberal and kind to my friends at all times.
  - (B) sympathetic to sick and poor people.
  - (C) successful in doing difficult works.
- 25. I am most happy when I.....**
- (A) get a chance to enjoy with others by wits and humour.
  - (B) get honour & respect after performing difficult tasks successfully.
  - (C) get the chance to get a high position.
- 26. I feel.....**
- (A) upset when I am not getting success in the examinations despite of hard work.
  - (B) sad at the death of somebody near and dear to me.
  - (C) enraged when some of my friends do not get justice.
- 27. In general I may be described as a.....**
- (A) tolerable person.
  - (B) humble and polite person.
  - (C) optimistic person.
- 28. I sincerely wish.....**
- (A) to be a most wealthy person.
  - (B) to be a happy and most fortunate person.
  - (C) that I may attain the high achievements in a surprising manner.